

HALF TERMLY CURRICULUM CONTENT: Humanities

Year 10

Topics	<p><u>History</u> GCSE Paper 3 Germany To understand why the Weimar Constitution led to instability in Germany.</p> <p>To understand the rise of the Nazis and Hitler's leadership of Germany.</p> <p>To investigate how Germany went from democracy to dictatorship.</p> <p>To understand what it was like to live in Hitler's Germany.</p>	<p><u>Geography</u> GCSE The UK's Evolving Human Geography & Fieldwork To understand the difference between rural and urban areas in the UK.</p> <p>To know the site and situation of Birmingham.</p> <p>To understand the challenges and opportunities for UK cities.</p> <p>To investigate dynamic areas and how quality of live varies.</p>	<p><u>RE</u> GCSE Christian Beliefs (Paper 1) Students will gain an insight into Christian Beliefs:</p> <ul style="list-style-type: none"> - The Trinity - The creation of the universe - The last days of Jesus' life - Life after death - The problem of evil and suffering <p>GCSE Muslim Beliefs (Paper 2) Students will gain an insight into Muslim Beliefs:</p> <ul style="list-style-type: none"> - Shia / Sunni differences - Allah - Prophets - Predestination - Angels - Holy books - After life
Prior knowledge / skills	<p>Significant leaders – Yr 8</p> <p>Democracy & dictatorship – Yr 9</p> <p>Exam question & practise skills – KS3</p>	<p>Location of the UK</p> <p>London – regeneration</p>	<p>Students have been introduced to the six major world religions during KS3 – this means they will have some information about basic beliefs and practices for Christianity and Islam.</p>

			Our cohorts are predominantly Muslim and Christian so students will have varying prior knowledge based on personal experience and background
Key concepts / knowledge / skills covered this half term	Interpretations – comparison of, reasons for differences, judgements on validity	Population pyramids Graphs Percentages Data comparison	Developing evaluation – this was experimented with at KS3 but will be further developed to a GCSE style answer during Yrs 10 & 11. Use of evidence – this is very important – we will teach the students to base their arguments and answers on concrete evidence rather than just opinion as was the main focus at KS3.
Assessment	Term 1 assessments will take place week beginning 6th November 2023. This will encompass both half terms for every subject.		
Personal Development opportunities	<p><u>History:</u> Students will have an opportunity to discuss if dictatorship was good for Germany during this period. They will also be given an opportunity to investigate the Holocaust and why the people of Germany allowed it to happen</p> <p>There are opportunities for trips to Germany – we have visited Sachsenhausen Camp & Auschwitz in Poland.</p> <p><u>Geography:</u> Students will have the opportunity to discuss and explore the challenges you find in Birmingham (and link it to London). Additionally, students will also discuss how we can adapt cities to new environments and the reason why people move away/to areas- linking in their own experiences.</p> <p>They will understand how to read data census and compare it to other data alongside understanding how to set out specific EQs.</p>		

	<p>Students will undertake fieldwork in London Stratford for their Paper 2 section. This will allow students to collect data and evaluate their own work including creating graphs and drawing on conclusions.</p> <p><u>RE:</u> Skills gained equip students very well for the skills needed at A-Level especially for essay writing and critical thinking. RE equips you with analytical and empathetic skills that are transferable to a wide variety of careers.</p> <p>Lessons are all literacy based. Students practise exam style questions which involve extended writing/ essay writing. Students are taught how to structure sentences and learn structures to help them improve essay writing. Students also practise the use of subject specific vocabulary in their writing tasks.</p> <p>The essence of RE, covers all aspects of SMSC. Students learn about all the major spiritual traditions of the world , their respective world views and the grounding of their morality. Students also learn about how religious / non-religious belief systems have had an impact on a social and cultural level. This is integral, as many young people lack social and cultural literacy</p>
Homework requirements	Homework will be based on flipped revision – students have been given a timetabled topic list to revise, this will be informally tested every three weeks.